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# ELTWeekly

India's first weekly ELT eNewsletter

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# ELTWeekly

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## **Video: Accent Formation in Foreign Languages**

This video featured Alexander Arguelles' lecture on the subject of accent formation and pronunciation in the study of foreign languages.

Watch this video at <http://www.eltweekly.com/elt-newsletter/2010/04/56-video-accent-formation-in-foreign-languages>

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## News: Indian? Want to prosper? Learn English

“Not that surprising, but this is one of the papers emerging from the Royal Economic Society conference I'm attending this week. The effect is large, especially for men: hourly wages up by a third. Here's the press release:

Being fluent in English increases the hourly wages of men in India by 34% and of women by 22% relative to people who speak no English. The return to English language skills for men is as much as the return to completing secondary school and half as much as the return to completing an undergraduate degree.”

Read the complete news item at <http://www.eltweekly.com/elt-newsletter/2010/04/56-news-indian-want-to-prosper-learn-english>

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## **Article: 'ESL Employment – Teaching English Abroad, at Home, and Online' by John D Rogers**

Those that speak English as a second language have many opportunities open to them. Being bilingual is a tremendous attribute to possess and those that learn English with great proficiency can procure many excellent opportunities. Of course, the beneficial nature of the opportunities will often be based on the skill the person possesses speaking English. That creates a demand for those that have the potential to teach English successfully and this means there are tremendous opportunities for ESL employment.

There are many different approaches one could seek when looking for ESL employment. This is a good thing because the flexibility in terms of the jobs that are open allows different people with different needs and situations to find a job that fits them. This keeps them in the proverbial game as far as landing a solid job offer. Some of these ESL employment opportunities include:

**Overseas employment:** As the name implies, this method of teaching English as a second language entails signing a contract with an ESL employment service and traveling to a foreign country. Once in the country, the instructor would be assigned to a student in which to teach.

**Domestic teaching:** This would be the 'inverse' of the overseas teaching methodology. This form of ESL employment deals with providing instruction to those ESL students living in the country of the instructor. Such instruction can take place in a location determined by the hiring authority or it can be performed in the instructor or the student's home.

**Online ESL instruction:** Yes, the internet has opened the doors for a novel and unique means of teaching and learning the English language. Contrary to what some assume, it is certainly possible to learn English effectively in an online forum. Many people have employed this strategy to great success and those that have the aptitude to teach the language in such a way can certainly procure ESL employment.

Some may have concerns regarding what qualifications are required in order to land ESL employment. It would be difficult to provide a simple blanket answer to this query because different hiring authorities will have their own individual requirements. In general, a person with a four year degree (or, in some cases, a two year degree) can be qualified to teach English as a second language. Some assume that the degree needs to fall under the category of the liberal arts. While liberal arts degrees are most definitely helpful, other degrees and concentrations can prove to be valid for ESL employment opportunities.

Those seeking ESL employment are advised to look for an excellent source of such employment. There are many excellent services that offer the ability to perform such work and exploring the options presented by these services is certainly recommended. If you have the skills to teach English, why not put those skills to use?

**David Rogers** has been active in the field of ESL since the early 90's. He has a MA TESOL from New York University, and a MBA from The Wharton School of the University of Pennsylvania. He is the founder of [<http://www.esljobsworld.com>]ESL Jobs World, visited by teachers around the world in search of [<http://www.esljobsworld.com/>]ESL employment, and the schools that are looking to hire them.

Article Source: [<http://EzineArticles.com/?ESL-Employment---Teaching-English-Abroad,-at-Home,-and-Online&id=3678057>] ESL Employment - Teaching English Abroad, at Home, and Online

## Research Paper: Integration of the Internet into a Language Curriculum in a Multicultural Society

The rapid growth of the Internet, the global collection of interconnected computer networks, is both stimulative and instructive. The Internet has become one of the most powerful resources in accessing information. It is used for entertainment, sharing items, collecting and analyzing data, conducting interviews, chatting, downloading, and so on as well as education. Among the users of the internet, there are the educational researchers who try to enhance exploring of this rich resource. Using the Internet in language teaching has been practiced for a while. Exploiting videoconferencing for teaching the language online, on the other hand, is relatively a new and exciting innovation in education. Using such tools as the skype or msn allows people or groups of individuals to see each other and talk to one another over the internet without a long distance telephone charge as well. It is almost inevitable to ignore the necessity of the Internet in educating the new generation who utilize it in every aspect of their life. In other words, technology lets us teach all the four skills--reading, writing, listening and speaking--simultaneously. This paper presents some examples on how language teaching practiced online at Uppsala University in Sweden with the students from different parts of the world and the importance of the integration of the Internet into the curriculum in such a multicultural society.

Access the full paper in PDF format by visiting <http://www.eltweekly.com/elt-newsletter/2010/04/56-research-paper-integration-of-the-internet-into-a-language-curriculum-in-a-multicultural-society/>

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## Article: 'Classroom Observation' by Jafar Maaitah

As Hopkins (1993 cited in McDonough 1997) describes, observation is a "pivotal activity with a crucial role to play in classroom research" (p 101).

The purpose of this observation is to inspect the various interpersonal interactions between instructor, aids and learners. Observations is not a rigid technique, it should be a dynamic one, this dynamism keeps the class going on.

Teacher in the role of observer creates the awareness feeling within the learners which allows the teacher to impose his/her actual plan in the class-room, the teacher drops syrups then the bees come around.

Likewise the teacher poses out the question of the discussion, the process of observing starts, teacher steps, back and forth or sits and observe the learners, the way they react, they way they look, their gestures, facial expressions, it is not a matter of diagnosing the weaknesses of the learners, it's the a matter of getting started where the catch is? Teacher watches, listens while learners giving answers and records every interaction between learners themselves and between the teacher him/herself and his learners what is being asked? What general reactions occur? This kind of technique (observation) helps in creating a friendly and non-threatening atmosphere, therefore the climate of give and take knowledge becomes an easy task.

The teacher as an observer must be fair in distributing (verbal and non-verbal) communication as well as behavior.

We can conclude that class observation is the process of monitoring learners in the class room in order to make sure that all students have equally participated. This stage gives an impression to learners that class for all, chances for all no matter what and how many mistakes the learner does. From the researcher's point of view, that observation can easily make learners engaged and busy in 2LC which increases his/her motivations and active participations.

Observation is a free effective lance neither to hit straight forward the weaknesses of the learners, nor to identify the isolated weak learners, nor to make them aware of them, too.

But it is more realistic to have the role of recording and collecting data, so as to be able to help the teacher him/herself reflect on the lesson taught .

English Language Learning Progression (ELLP) explains what 2LL specialists and mainstream teachers need to know about English language learners. They will help teachers to choose content, vocabulary, and tasks that are appropriate to each learner's age, stage, and language-learning needs. This may include learners for whom English is not a first language but who would benefit from additional language support. The ELLP also enables schools and teachers to identify starting points for new learners of English, and to track and monitor their progress over time.

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## **Research Paper: 'Technology as an Alchemy of Language and Communication' by Mansa Ram Maity**

The century that has gone by, witnessed far-reaching changes in linguistics, Anthropology, literature and philosophy leading to the change in the earlier status of translation considered as 'a secondary activity'. With the explosion of information technology, with the ever-increasing interaction between languages and cultures bridging the yawning hiatus between them, and with comparative literature gaining importance because of inter-dependence of literature in different regions, the crucial role played by translation is striking new grounds for readers and researchers.

The unintelligibility brought about by the plethora of linguistic diversities vitiated the biblical tower of Babel. Translation is a metaphor of the spirit of the source language and is a metamorphosis of language. Translations have a marvelous way of liberating a text from the confines of its regional context and have helped to break the linguistic barriers and to promote research at the national and international levels. Learning and research become easier if they are done through one's mother-tongue. In advanced countries like America, England, Germany, France, and Russia research findings are presented only in their respective mother-tongue. If the developing countries are to reap the benefits by these advanced research findings, they need translation of these records. In science and technology, translation helps to share knowledge and to avoid duplication of research among scientists. Translations help learners and researchers to develop self-confidence, self-reliance and freedom and to build up their own independent research findings.

Translations help to eschew parochialism and to promote national integration and international understanding. At the global level, translations of literary works help people to understand common problems and aspirations and help to grasp the genius of the language and the rich resources in it.

English literary studies in India are in state of great transition and formidable flux today. Soon, all of us would agree, we have to make fresh choices and evolve a new curriculum for ourselves. We realize that we have to relocate ourselves in a new socio-literary and academic context. Having taken note of this in time, many of us have already made our choices; others are in the process of doing so. The study of linguistics being boosted by the computational thinking has opened up new dimensions and created new arena for the

gennext. The nations which have done this are geared to face the future. Others will slowly, but surely, have to follow suit. Our new literary on academic baggage is a curious mix of great variety. Yet, our curricular cartography is under pressure from newer areas awaiting inclusion.

The overall map of our literary reading is much more complex now than it was ever before. It has regional, national and cosmopolitan, references; it has sounds and echoes from all over the land. Literatures written originally in English, and those in translation, have started engaging greater attention today. A translated text is no longer the 'other' text; it is a major component of our new text logy. This holds true much more appropriately in India than anywhere else. We need to identify and know our text(s), co-text(s) and context(s), as we need to evolve a way of reading. This rich and varied context gives us a reason, more than others, to read texts in translation, and to read them with a certain discipline. It mutually calls for theoretical interventions.

Several efforts have been made, more especially, in the recent past, to help read translations as discipline. Even though the Indian text and context have been under sharp focus, translation in India is yet to achieve a canonical status. The movement towards achieving certain acceptability is quick, and the academic proceeds, too, seem to be encouraging.

Now comes the question, what's translation?

Translation is an anglicized form of a Latin word. In it 'trans' means 'across' and 'latum' means 'to carry'. In literal terms, to translate means to make another language like one's own, to preserve meaning and significances across vocabularies, grammars and syntaxes. In other words, it is an art of carrying across the matters of one source language (SL) into a Target Language (TL)

Translation, involves the rendering of a Source language (SL) text into the Target Language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted.

The language we translate is called Source Language, called for short, SL. The language into which we translate is called Target Language, called for short, TL, also known as Receptor Language. The original text is called Source Language Text (SLT). The translated text is called Target Language Text (TLT) or Receptor Language Text (RLT). Translation is not, in the modern context, secondary to original literature. It has an independent existence of its own. It is not reproduction but recreation. Translation is neither a creative art nor an initiative art but stands somewhere between the two.

Translation should reflect accurately the meaning of the original text –Source Text. Nothing should be arbitrarily added on removed, though occasionally part of the meaning can be “transposed”. Translation, so far has been performed by human beings is done by the machines (computer) now-a-days. Though it does not have a brain of its own, both linguist and the programmer feed everything that are required for translation. Then it acts according to the algorithm designed by them.

Literacy through computers is now an important part of everyone’s education. The computer is now a common household appliance with uses ranging from recreation to household accounts to word processing. It has played a possible part of its own by translating books, film from one language on culture to another language or culture, In a computer for translation process, a single accumulator machine is arranged and its memory is sequentially organized into words. The growth in computing has been primarily in applications where numeric calculations play a very secondary role, Non-numeric applications such as word processing and electronic mail, have paved the way to the acceptance of the computer as a standard business on home commodity.

**Means of Translation: There are four means of Translation:**

1. **Human Translation:** Translation a performed by human beings some linguist, translation theoreticians.
2. **Human Aided Machine Translation (HAMT):** The rules of Humans in this system are editing the input text preparing the dictionary and writing the program according to the pre-edited input text. HAMT parses the sentences, refers dictionary, processes the noun, verbs and other categories of the sentences and records the structure, so as to suit the target language structure.
3. **Machine Aided Human Translation(MAHT):** Translation as performed by both the machine and human beings in conjunction. Computer is used as an auxiliary device to translate a text.
4. **Pure Machine Translation(MT):** In the system the source language(SL) text has to be fed into the computer as such. In this work the edition in the input text is mostly avoided except in linking compounded units with hyphen. In this type of translation, asset of rules called transfer rules are required. These rules convert the surface structure of one language. Also these rules operate on the surface structure of one language and derive the same of another language.

A general impression is prevailing over that soon machines will be doing all types of translating quickly, producing better performance than human beings. Of course, the machines (computers) must be properly given a straight forward algorithm by the specialists so that they can keep every instruction in their memory. In the beginning the machine

translation (MT) was applied only to very brief passages – few sentences in a brief article, comprising subjects like nuclear physics, mathematical procedures or chemical procedures.

However, there are some limitations to Machine Translation at this point of time. Literary translation cannot be done meaningfully by the machines because of its limitations and moreover, it is not possible to feed a machine with sufficient background data to resolve the numerous formal and semantic problems preserving the original meaning and retaining the syntactic structure of the original, reflecting the thought process, considering form and content, and fusing the manner and matter of the original.

### **The Analysis of Machine Translation (MT):**

#### **Major parts in a computer:**

There are three major parts in a computer. They are

1. The input
2. The storage and processor
3. The output

**i. The input:** The computer needs input in order to get the desired result. The input is nothing but source information required for the computational process. It is the data given by the user-the stored data, for example, the dictionaries of two languages.

#### **ii. The storage and the processor:**

**The storage :** The computer needs a set of pre-defined rules to perform the operation which is called processing. The instructions are stored in the storage.

**The processor:** The processor analyses the data to be given as output. The processing of the text includes procedures as identification of words and meaningful combination of word and so on.

**iii The output:** The translated text is the output.

#### **Function of a computer Machine in Translation:**

The machine knows only '0' and '1'. They are called binary codes.

1. The data given by the user is first of all converted into binary code numerals. The changed alphabets into binary codes are fed into the computer. For example, the alphabets are symbolized as follows:

A00001

B00010

C00011

Doo1oo etc

ii                    The binary codes from one language are converted into the binary codes in another language.

Binary code -----Binary Code

(Source Language)

(Receptor Language)

iii                  The binary codes of Receptor Language are converted into Receptor Language.

Binary code (Receptor Language) -----Receptor Language

The major parts in a computing machine, such as the input, the main storage and processor, and the output, do the processing work. For example, the electrical impulses on a tape must be reproducible as holes in a card, on positive and negative changes on a disc, or photo sensitive contacts on a photo scope plate. These impulses can be translatable back into letters and later into words allowing the material to be read. This process of intelligible translation, with the help of the linguist and the programmer, is done by making a series of simple comparisons and calculations and sending the results to an output component which makes out the checks.

#### Procedure of Machine Translation:

A bilingual dictionary is fed into the machine. It is the stored data of source Language and Receptor Language. An MT dictionary transforms the input of words in on language (SL) into an output of words into another language(RL).

Processing takes place in three stages:

1. Analysis
2. Comparison
3. Synthesis

In the analysis stage, the semantic units are identified; the structural patterns are analyzed stored. In the comparison stage, both the Source Language text and the Receptor Language

text re compared. Comparison involves the storing of the data and the instructions for matching specifies.

In the synthesis stage, MT looks for the semantic and structural specifiers in the Receptor Language and generates appropriate sentence with closest approximation.

### Language Structure in MT:

(Machine Translation involves translating) a structures, not a string of words. It must identify the language structure, the borders of constructions and the key words around which, the parts of the sentence may be constructed. There are two methods of treating language structure:

1. Phrase structure Approach and
2. Predictive Method
3. **i. Phrase Structure Approach**

The            Man            went            home            The            Man            went  
home

Article àNounàVerbàNoun

A            N            V            N

The man went home (making the subject and predicate depend upon the verb)

The machine, according to the instructions fed, acts and identifies such units –A,N,V,N and related them. With the data stored in the memory the machine can pass, from left to right or from smaller to bigger units on the reverse order to reach successively a more detailed comprehensive structure. This is known as “pass procedure”.

### II. Predictive Method:

This method closely represents the mathematician’s view of the language structure expectations of what is to follow an initial word. A permanent memory of this type of sequences predicts what follows the initial word, analyses the meaningful combinations of words and sets up the necessary specifiers so that the corresponding features of the Receptor language might be produced.

Whatever method one uses to identify the grammatical combinations of words, there are two types of information which may be taken into account.

1. The degree of cohesiveness between words.
2. The types of , dependencies involved in terms of agreement (e.g. gender and number), government (e.g. case endings required by certain grammatical positions), and cross reference.

### **Functions in Machine Translation:**

The machine must be provided a bilingual dictionary through which the input of words in one language can be transformed into an output of words in another language. It is a fact that natural language is made understandable to the computer; certainly one can have a sigh of relief with the fifth generation computers in his hands. So the facts of the natural language must be collected and have to be processed for inclusion in a general system. In this system the SL resource language text has to be fed into the computer as such. The sentences in a language can be classified according to the nature of the verbs they take. The verbs denoting “psychological state”(know, understand etc.) and motion( go, come etc.) take the constituents experience and patient, and the arguments agent, source, goal, path and means respectively. A dictionary called preposition identifier is prepared from which the computer predicts the successive nouns as goal, source, path, means respectively and takes the equivalents from the general dictionary where marked constituents are entered. As a result, the computer can perform particular set of operations from among the different types already given. Then in the post-edition, the nouns and verbs re processed.

The sentence in the Source Language is identified and maintained in the following order:

SL Text (English): Agent +verb +Goal+Adverb+Time+Source+Path+Means.

SLT: He went to Chennai yesterday from trichy through Tanjore by train.

SLT Analysis:

He (Agent), went (verb), to Chennai (Goal), yesterday (Adverbial of Time), from Trichy (source), through Tanjore (path), by train (means).

Various phases of MT:

Original text → pre-edited text → word by word substitution of the target language → rearranged structure → output → post editing → input → normal word order → natural target language sentences.

The input fed into the computer is modified to facilitate the process of MT. Success in MT therefore, depends on both the analysis of language and the data available with the machine. A bilingual dictionary was created with necessary grammatical information. Each lexical

item entered in the dictionary has not only equivalent item in the target language but also the grammatical rules of both the source language and target languages are fed into computer to translate and generate grammatical sentences in the target language.

Both pre-editing and post-editing are done to give minimum rules as instructions to the memory component of the machine. Since the machine we are working with a limited memory power we are forced to involve in the process of pre-editing in our translations.

#### Basic Limitations and Word Order in MT:

To translate the structure of language into a form that the machine can handle, there is a need for an intermediate technical language which can be automatically adopted to the special limitations of the machine. It is convenient to use a kind of special built in language. For example , a detail computer order must be given for a simple linguistic commands as such.

“Identify the noun in the following sentence.”

Some of the special languages for computers are comity Fortran and Mimic which are making the correspondences between linguistic procedures and machine processes.

Word order and choosing of the correct alternative are the main problems in MT.

For example, the Spanish word ‘radio’ has its English alternative as follows:

Radius (in geometry or anatomy)

Radium (in chemistry)

The only way by which the machine can determine the correct alternative is to identify certain diagnostic words in the context which point to the topic of discourse. It is not at all an easy task to set up an adequate dictionary for MT , since the dictionary needs careful classification of a form and listing of various types of words, so that the proper equivalent may be selected.

Likewise, one- to- one correspondence and many –to-one correspondence, may not pose serious problems in the process of Machine Translation. But while doing one-to-many, depending upon the usage of subject works he, she, it, and they poses certain problems. And in word order, there may be differences.

It is possible to do effective translation through computers only after a systematic comparison of the two languages involved. Even though most of the translations believed that the translation of the creative literature is not immediately possible, a systematic and time bound language analysis using the advanced computer technologies would give fruitful results in the field of machine translation.

Change is inevitable in all cases, and so with the study of language and linguistics in the dimension of translatology. There is always a room for improvement with research on artificial intelligence, the development of language and linguistics in the dimension of translatology will be a boost and will refine the output.

**Mansa Ram Maity** is Lecturer in English working with Rajiv Gandhi University – IIT, Basar.

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## **Video: British Council Seminar: using literature**

BBC's TeachingEnglish team has posted a video on using literature for English language teaching and learning.

The TeachingEnglish team says, "This is the first of our British Council Seminar videos. The seminars encourage debate on areas of contemporary interest in the field of English language teaching and learning.

This particular event, with a focus on using literature to aid language learning, was held in Manchester in December 2009. Fitch O'Connell, BritLit manager, led the seminar."

Please visit this link to watch the video:

<http://www.teachingenglish.org.uk/transform/video/british-council-seminar-using-literature>

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## GUIDELINES FOR CONTRIBUTORS

- 1. Papers / Articles:** All articles should be computerized using double-spacing, including tables, references and footnotes. Submission of manuscripts should be done in electronic form only. Electronic version of the article/research paper should be e-mailed to the Editor, ELTWeekly at [info@eltweekly.com](mailto:info@eltweekly.com).
- 2. Abstracts:** An abstract in approximately 200 words should assist the article.
- 3. Abbreviations:** No stops are needed between capitals e.g. ELT, IELTS.
- 4. Figures and Tables:** Tables should be numbered sequentially with Arabic numerals.
- 5. Notes:** Notes should be consecutively numbered and presented at the foot of the page.
- 6. References:** References in the text should follow the author-date system. The complete reference list should be given at the end of the article. They should be in alphabetical order.
- 7. Book Reviews:** Book reviews must contain the name of the author and title / subtitle of the book reviewed, place of publication and publisher and date of publication.
- 8. For Event Submissions:** Please submit your event details at least 30 days prior to the event.
- 9.** For a **more detailed stylesheet**, please write to The Editor, ELTWeekly at [info@eltweekly.com](mailto:info@eltweekly.com).